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ABSTRACT

The booklet describes how three American communities (Orange County, California; San Antonio, Texas; and St. Joseph County, Indiana) are using grant assistance from the Youth Development and Delinquency Prevention Administration to implement Youth Services Systems, which are designed to divert youth from encounters with the juvenile justice system and to provide youth with whatever help they require. The Youth Services Bureau in Texas is said to focus on the problems of Mexican-American youth and to emphasize the use of existing service agencies to assist youth with problems. The Indiana Youth Advocacy program is described in terms of its adult and youth participants, including a doctoral candidate in counseling psychology, a young lawyer, and a student at the program's Street Academy. It is explained that the Community Services Project in California involved a small town with a large Mexican-American ancestry which was catapulted from an agricultural center to a community predominantly dependent upon the aerospace industry. Efforts of the Community Services Project are said to be reflected in the SMILE Project (Something Meaningful in Local Effort) which has established a community information referral service, has fostered cooperation among existing service agencies, and has helped to establish new projects when necessary. (GW)

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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FOREWORD

This publication describes three ways American communities are helping to meet the needs of troubled youngsters—helping them to receive the chance they deserve to live law abiding lives.

Each of these communities—Orange County, California, San Antonio, Texas, St. Joseph County, Indiana—is receiving grant assistance from the YDDPA to implement Youth Services Systems designed to divert youth from the juvenile justice system and provide them with *whatever* help they require. Preliminary statistics prove that these youth services systems are, in fact, carrying out their objectives, are diverting large numbers of youth. This is encouraging and augurs extremely well for the future.

This is not a how-to-do-it book. The problem is too complex for simple solutions. But the YDDPA believes that its National Strategy to prevent delinquency, as manifested by the Youth Services System concept is, perhaps, the best way we now have to cope with the problem. To meet the needs of youngsters and furnish them with needed services, outside of the juvenile justice system, we believe, is the best approach to lessen the rising delinquency rates.

If you wish more information on the National Strategy and the Youth Services System concept, please write directly to me.

ROBERT J. GEMIGNANI
Commissioner, Youth Development and Delinquency Prevention Administration

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YOUTH SERVICES BUREAU
San Antonio, Texas
by Deborah Weser

Some seven million Mexican-Americans live in the United States of America. They may describe themselves as Spanish, Latin, Spanish-surnamed or Spanish-speaking or . . . more recently, as Chicano. However they identify themselves, their primary problem is poverty . . . and neglect by the larger society. San Antonio, in southwest Texas, is one of the largest cities in the Nation to claim the distinction of being bilingual and bicultural. That twin virtue is made possible because slightly more than half the total population of this fourteenth largest city in the Nation is Mexican-American. Texas is one of about four States that reflect internally the color and flavor of the Mexican-American.

The average Mexican-American in San Antonio is poor—poorer by far than the average United States citizen, as documented by census figures. Although there is, in this southwest Texas city, a black poverty population, it is miniscule when compared with the number of poor Mexican-American families.

For any human service program to be successful in this city, then, it must address itself to the subtle differences of culture and history that cloak the Mexican-American. Thus, San Antonio's youth service project boasts a bilingual staff, multi-colored in their individual sensitivities and in their skin hues. That factor cannot be overlooked when assessing the project's success now and in the future.

Children in trouble can't always cry out for help. They don't seem to know how. *But they can draw attention to themselves.* By petty misconduct that brings them within reach of the formidable juvenile justice system.

How do you prevent that from happening? Particularly, when the juvenile justice system in Texas or elsewhere leaves an indelible imprint that may color the child's entire future?

The City of San Antonio, for almost a year, has been testing the operation of a *Youth Services Bureau* in an effort to interrupt the almost predictable pattern of escalation that leads from serious juvenile misconduct to adult crime.

In San Antonio, the system of handling juvenile offenders currently provides that a youngster, caught by police, is taken to police headquarters downtown. There, after a cursory review, it is determined if his offense

is serious enough to warrant further attention. The child faces two possibilities. If his misconduct, because of his age or the minimal nature of the incident, is considered non-adjudicable under Texas law, the child is released. However, if the offense is serious, then the youngster is transferred to the Bexar County Juvenile Probation Department and the juvenile courts. The District Attorney normally, at this point, decides whether the child will be processed through the court. If his case is dismissed, he gets a lecture and is released. By that time, however, he has a "record" both with the police and with the Juvenile Probation Department. As the city youth services project's own manual complains:

This process is obviously time consuming for the law enforcement and criminal justice personnel and stigmatizing to the youngster. The process involves the youngsters, who are later released, in the criminal justice process to a much greater degree than is warranted by the nature of their offense. In addition, the entire process is related to the requirements of the criminal justice system rather than to the needs of the youth. The youth is provided with a trip downtown and a lecture rather than a service.

The simple substitution of a "youth service" system for a "criminal justice" system, as this project attempts, is a major innovation in the local handling of young offenders.

Funded in July 1971 by the Youth Development and Delinquency Prevention Administration (YDDPA) of the U.S. Department of Health, Education, and Welfare with a $200,000 grant, the project actually opened its doors with a full staff on the first day of October 1971. A section within the Special Services Department of the city's government, the project's premise is simply that a program of services directed at the youthful target group, in the area of highest incidence of juvenile crime, can significantly reduce that rate, and alter the direction of a youngster's life.

The project staff also works with children below the age of 10 who are not, in fact, subject to the juvenile justice system as it exists in Texas.

To achieve its goal, the program attempts to proceed on three parallel fronts: research, rehabilitative services, and institutional and service systems reform. The integrating mechanism is the Youth Services Project of the City of San Antonio.

Initially, the citizen participation component was to be supplied by a separate youth board. Instead, the existing Model Cities Citizens Participation Policy Commission (CPPC) began to play that role. The substitution of the CPPC, an existing body familiar with many of the problems the service program would face, was a logical step in the development of the project since its target area was, in fact, the geographic territory of the Model Neighborhood Area in western San Antonio. The CPPC was well-known in that poverty area.

To date, there is evidence the project has successfully met certain of its objectives: These include demonstrable institutional change within the operation of the San Antonio Police Department and Bexar County Juvenile Probation Department as they relate to juvenile offenders and

the city's new youth bureau. Change is also evident in the strong ties forged with the Worden School of Social Service at Our Lady of the Lake College. That professional school has broken a long-standing precedent by assigning first-year graduate social work students to the youth services project for field work placement. The significance of that move on the part of the school is the fact that project's staff is not considered "professional" in terms of degree-holding. None of its personnel hold the master's degree in social work but they are being used as supervisors for graduate students. And they have received training in supervision from Worden School.

Research, or better, the early stages of data gathering is an on-going process within the project. For the time, a significant body of information about juvenile delinquency is being gathered and made available locally to all interested and involved agencies.

As it now stands, the county's chief probation officer, Richard Moreno, feels the present referral records may reflect an intensified police effort to apprehend juveniles involved in misconduct. He knows for certain only that those rates would be higher if the city's youth service project were not in operation.

Meanwhile, the San Antonio Police Department (SAPD) consistently turns over eligible youngsters to the youth services project satellite centers, thereby removing them from the traditional juvenile justice recording system that would leave them, for all intents and purposes, with a "record." In addition, SAPD officials are seriously considering a change in the hours their own Community Relations Bureau satellite centers operate.

The change would permit them to supplement, rather than encroach on, the work of the three youth service project centers in the poverty pockets of the city.

Moreno, a 21-year veteran of the traditional agency approach to juvenile delinquency, voiced some initial apprehension over the "lowering of staff standards" when the youth services project opted to hire non-professionals as well as professionals for casework service. Today, however, he says he's glad they did. His agency, and he personally, helped shape the special training needed to meld those dozen individuals into a working team cognizant of the failures of the present system but aware, too, of its untapped resources.

Within his own structure, Moreno does not have that flexibility—yet.

"They were able to take people on the basis of their ability, not on the basis of a piece of paper," he noted.

So far as Moreno and Police Lieut. Ernest Gonzales of the Juvenile Aid Bureau are concerned, staff selection had a lot to do with the success of the city's youth project.

They credit the project's chief, Fernando Arrellano, and his second-in-command, Harvey Holland, with the obvious hiring skill. Both officials are quick to express support of the program, a position that could be dubbed unusual, coming as it does from representatives of traditional law

enforcement and justice system agencies.

That healthy relationship, caught easily by any observer, is also evidence of attitude change on the part of those traditional institutions and their spokesmen. Apparently, the official feeling has also reached rank-and-file in both agencies.

Jobs, too, are a factor in the service program. Familiar with the neighborhood and the agencies there that provide part-time employment for teenage youngsters, the city project staff can quickly supply a youngster with a job. They know that a job frequently is an important link with the larger world. The Youth Entrepreneurship Program (YEP), a unit of IMAGE (Involvement of Mexican-Americans In Gainful Endeavor), is one such job-producing agency.

YEP has about a half-dozen "youth corporations" that produce goods or services ranging from hair styling to house painting. Because it employs a rotating system of hiring in which youngsters are encouraged to work part-time for the duration of a particular project but remain in school at the same time, YEP is an effective resource for the city youth services project. As YEP Director Ernesto Gonzales puts it:

"We have to be careful because the kids can earn so much money they decide to drop out of school. We try to avoid that by using the rotation system."

In a six-month period last year, the YEP youth corporations grossed $25,000. After expenses are paid, the net profit is divided among the participants according to their work contributions.

The City of San Antonio is the grantee agency for the youth services project—and receiver of the $200,000 YDDPA grant that makes the program possible. That role, its position within the formal structure of municipal government, makes the project unique among those YDDPA has funded to date.

"It has to be a governmental agency, either city or county, in order to survive," insists Richard Moreno.

"I think this is a crucial thing. And if we are to inherit them (the youth bureau), it is best they are in the system from the beginning," the veteran of county juvenile probation services added.

"It happened here in San Antonio only because, believe it or not, the city manager saw it that way," Moreno continued. The original proposal for a youth bureau came from the local YMCA but San Antonio's city manager, Jerry Henckel, immediately recognized the importance of cloaking the project in the legitimacy of municipal authority, according to Moreno. Having been intimately involved with the project from its birth, Moreno spoke from personal knowledge.

Municipal "muscle" may indeed be a critical factor in this project's evident success. Each of the staff members carries a recognizable ID card that implies city authority, a distinct benefit in sensitive inter-agency negotiations, several staff members indicate.

So far, the project has touched—and possibly altered—the lives of more

than 500 youngsters and their families.

With a staff of about a dozen persons, nine of them assigned—three each—to three satellite centers in housing projects located in the Model Neighborhood Area of western San Antonio, the youth services project is headed by Fernando Arrellano. Just over 30, Arrellano is Mexican-American and a former recreation leader very familiar with anti-poverty war efforts throughout the city. Together with his deputy chief, Harvey Holland, who is black, Arrellano has offices in the city's Special Services Department downtown.

"I really think this is the best thing that has happened to the (juvenile justice) system in San Antonio in the last 10 years. It is most significant in its potential.

"That may sound sort of selfish," Moreno laughed, "because it's had an immediate impact on our volume of work."

Officially, the project describes itself this way:

The purpose of the project is to provide services aimed at social redirection of the group most likely to fall into a pattern of sustained delinquent and criminal behavior, the misdemeanor juvenile offender.

Sometimes, it works like this:

A cruising patrol car picks up a youngster wandering in the morning —during school hours—in the Model Cities area. There's a suspicion malicious mischief is involved. Instead of heading downtown to police headquarters, the cruiser drops the youngster off at the nearest youth service project satellite center. He is accepted by a staff worker while the officer fills out a simple, and abbreviated, report form. Then the officer gets back into his car and returns to his regular routine. Lost time? About 10 to 15 minutes, that's all.

"I was going to get some (school) papers," the boy insists defensively. He claimed he was afraid a particular teacher would punish him for having forgotten his prepared homework assignment. So he took off, with a friend, between periods to pick it up. That's when the patrol car spotted him. He ran. But the police moved faster.

The youngster ended up sitting in the converted public housing complex apartment that serves as a satellite center office. Opposite him was a youth services project case worker. But the child was reassuringly armed with a large, glazed donut almost as big as a small face. The boy looked about 10 years old.

Maybe the child's story is true. Maybe not. Nervously, he pushed his long hair away from his face. The youth worker, technically a non-professional, watched carefully, not without sympathy. And he asked quiet questions, in Spanish where needed, probing skillfully into the boy's confusion and reticence.

Meanwhile, the youth worker made contact with a neighborhood service group that provides counseling in the area for parent and child. He then called the boy's school, talked briefly with an assistant principal familiar with the work of the city project. He also was successful in reaching the

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boy's mother at work. Later that day she arrived, accompanied by two staff members from the neighborhood counseling organization. The boy was discharged to her care.

As the boy and his mother disappeared out the door, the youth worker made a careful follow-up note on the child's file card. That card remains at the satellite center. He would check in a week to see what progress had been made, he said.

"We're not a service agency. We find the agency that can provide the services needed," Arrellano observed. True enough. But if the boy required psychological testing or a medical exam, the money is there . . . if another agency is without the funds to cover the cost of those services.

Arrellano's program sets aside $50,000 of YDDPA's initial $200,000 grant for just such support services. The money may also be used to provide local matching on a one-time-only basis for expansion of services where a gap has been identified. Right now, some of the money has been offered to the YWCA for a joint effort to set up an emergency shelter for girls and boys. No such facility exists in the city at present, Arrellano notes. Some of the money is also tentatively set aside to help a neighborhood community center start a special facility for youngsters who are habitual glue and paint sniffers.

"The youth bureau makes sure the kid gets help from an existing agency. They are not a treatment agency but they can stay with the kid long enough to see that he gets the resources available to him," Moreno was saying.

"About 90 percent of those committed to juvenile institutions for a serious crime have prior records of minor offenses," he continued. "If we had answered that 'cry for help' a little earlier, maybe they would not have needed committment to an institution later on down the line.

"We practically force these kids to go out and commit another offense so they can get some help. The youth bureau makes it possible to respond," he added.

In Texas, the term 'misdemeanor juvenile offender' applies to a youth of 10 through 17 years who has committed an offense which is serious enough to merit law enforcement attention but is not adjudicable in terms of the system of criminal justice. In 1971, Bexar County Juvenile Probation Department recorded 5,096 such referrals—with 4,979 of them initiated by law enforcement agencies. Some 1,627 of those youngsters were detained; the others were interviewed, recorded and released. Moreno's staff is inadequate to carry on a consulting service. Neither the money nor the personnel is there, he points out.

"We have a unit of five people and a rate of 400 to 450 referrals a month," Moreno explains. His case workers, because of the unpredictable nature of their intake work, cannot effectively plan for follow-up counseling or actual referral efforts.

The basic flaw in the system, so far as Moreno sees it, is his agency's inability to deal adequately with the child who, in fact, has committed

no crime under Texas law.

"All we offer is sympathy," he notes a little bitterly.

"Yet even during one intake interview, we can recognize a problem. The youth bureau makes it possible for us to deal with that problem," he reemphasizes.

And Arrellano repeats: "We're not a service agency. We find the agency that can provide the services needed."

"We came out here to work with the other existing agencies in the Model Cities area, not take their clients away from them," insists his deputy chief Harvey Holland. Spokesmen for several of those agencies affirmed that view. There apparently is no rivalry for the allegiance of the client population. What's more, the public schools in the two particular independent school districts which comprise the Model Cities area have also begun to use the youth services project as a referral resource. Education funding being what it is today, there are some service areas schools just cannot consistently deal with on a day-to-day basis.

"They frequently refer youngsters to us and that's a change in the way they used to handle the problem," Holland remarked.

Target area for the first-year operation is the Model Cities area, a 6,000-acre western San Antonio 'neighborhood' of 125,000 persons with an identifiable poverty problem. More than 85 percent of this population is Mexican-American, with only a smattering of blacks. Blacks constitute only about seven percent of the city's 640,000 persons and are generally resident in a particular area of the east side.

Arrellano has already tapped the city's Emergency Employment Act grant for funds to staff his agency at night and on weekends. He is also looking to Model Cities supplemental funds for the local match, in addition to city general fund money, to attract second-year funding from the Federal Law Enforcement Assistance Administration. The city itself supplies both cash and in-kind to match LEAA and YDDPA grants. Hopefully, second-year financing will be available for the total program and for expansion to the east side where a satellite center is badly needed.

About 35 percent of all Bexar County Juvenile referrals come from the 17 census tracts that make up the Model Cities area. Fifteen percent more come from the 17 census tracts on the east side that would become the target area for expanded service. Loitering, truancy, ungovernable runaway, glue and paint sniffing—these are the major 'offenses' that turn up day after day, night after night.

"To be a runaway is not really a crime against society," mused Arrellano. "It's more a crime against yourself."

Thanks to the project, a fulltime intake staff is now assigned to the juvenile aid bureau of the SAPD, week nights and round-the-clock on weekends. But funds are still insufficient to keep the satellite centers open after 5 p.m. on Fridays, Arrellano continued. A night staff at police headquarters fills the gap—temporarily, at least.

"The trick of the whole thing is coordinating activities with the law

enforcement agencies," he went on. "Without their willingness to try new approaches to the existing juvenile justice system, our program just wouldn't work.

"You know what's also important? We've been left alone to set it up the way we think best. Remember. This is the city coming into the neighborhood. Who is the city to tell people what the problems are? Or how to solve them? So the city had to be accepted out there. And the staff had to be accepted," Arrellano declared.

But Chief Probation Officer Moreno had the last word:

"We've been able to effect a real, good marriage so to speak. And yet maintain a separation (between traditional agency and innovative youth bureau) so that the diversion is complete.

"The kids do not get tangled in the juvenile justice system. And that's the whole essence of the program," the veteran probation officer pointed out with evident satisfaction.

YOUTH ADVOCACY
St. Joseph County, Indiana
by Beverly I. Welsh

INTRODUCTION

Youth Advocacy, a model program operat'ng in St. Joseph County, Indiana, under the auspices of the U.S. Department of Health, Education, and Welfare's Youth Department and Delinquency Prevention Administration, did not just happen.

In 1969, The Urban Coalition of St. Joseph County organized five task force committees to attack the problems that were confronting the community: (1) Education, (2) Employment, (3) Racial Attitudes, (4) Housing, (5) Youth.

The question was asked: Should youth represent the task force on youth?

Fifty-nine community leaders from labor, minorities, education, government, religious organizations and business, turned to the founder of the National Urban Coalition, John W. Gardner, for the answer . . . "Leadership is something that you learn by doing."

A few known youth leaders were invited to represent all youth on the task force.

Within a few months, the task force, realizing a few would not have the strength of many, was growing into an organization of youth groups, diverse in backgrounds, but all dedicated to "Building Tomorrow's Leadership Today."

In the months between assuming the task force assignment and becoming known, officially, as the Youth Coalition of St. Joseph County (December, 1969) there was little action; mostly meetings, talking.

The street gangs, part of the Youth Coalition movement, were getting restless. They wanted action.

Community leaders, churchmen and others, had been talking about ways and means of doing something to make their community more aware of problems, like hunger. They were still talking when youth offered to do something about hunger, if adult leaders would not interfere.

Some were shocked, some were not; but all agreed, there would be no adult interference.

What followed were "Townhall" Meetings--of youth, some wanting a selected few to make the decisions, the street gangs holding out for all or no one; their answer to survival.

The street gangs won.

A plan was drafted: Youths with status in the community would collect food and money to buy food. The street gangs would supply the families who were hungry.

More than enough food was collected, in campaigns conducted in high schools, and bought, with funds contributed voluntarily. The gangs were on the streets long after curfew, with community approval, delivering food to hungry families. Surplus foods were turned over to neighborhood centers to stock Emergency Pantry Programs for the needy.

The hunger project taught youth that teamwork, the network approach, worked.

It taught the 59 community leaders that, afforded the opportunity, youth could be resourceful and responsible; that it was possible for some to reverse their roles of misbehavior.

If the network approach worked once, would it again?

The Youth Coalition, now using its task force as a direct line to institutional change, proposed opening public schools for an All-City Recreation Program during the summer (1970). Nothing like this had ever been tried before, but youth were confident their plan would help to reduce the incidence of juvenile violence and vandalism.

Their proposal was presented to the Urban Coalition. They needed what they called "clout" to get the idea across to the school system. It was received with enthusiastic response. The Urban Coalition passed a resolution recommending South Bend Park Department and South Bend Community Schools acceptance of the proposal. Park Department acceptance was needed in setting up the Recreation Program.

The Coalition, using what it called the "Power of the Press," obtained an "okay" from the school system: *School gymnasiums and swimming pools would be opened to summer recreation, but only on a two week trial basis.*

Challenged, youth pledged to make the trial a success. It was. The City of South Bend, responding to community acclaim, applied for and received Federal funding that extended the program through the summer. (Success of the trial summer led to reinstatement of the program in 1971, and again in 1972).

An average of 1,285 youth, ten to twenty-one, used the gymnasiums. Another 3,385 used the school swimming pools, including, to the surprise of many, young persons who had swimming pools in their own backyards.

Youths' final report on the All-City Summer Recreation Program, submitted to the Urban Coalition, summed it up: "It far exceeded (our) expectations . . . was the best program South Bend has had, ever . . . served the kids who could have gotten into trouble."

For the Urban Coalition, it was dramatic proof of youth's ingenuity. The Chairman of the Urban Coalition went to Washington, D.C. to document the Program's success in testimony before the House of Representatives.

Meanwhile, one of the street gangs affiliated with the Youth Coalition completed arrangements for a supplemental Film Program. Movies were shown in neighborhood centers—abandoned fire stations, churches, and store buildings. Between 800 and 1,200 inner-city children went to the movies weekly that summer.

The Youth Coalition was earning recognition by the Youth Development and Delinquency Prevention Administration.

In April 1971, YDDPA officials approached the Chairman of the Urban Coalition and his Administrative Assistant, the Youth Coalition Coordinator, indicating they would be receptive to an innovative program addressed to Youth Development and Delinquency Prevention, through Youth Advocacy.

THE POSITIVE APPROACH

A newsboy on his daily route of delivering papers is jumped and beaten up by three other boys, his collection money stolen.

Immediate empathy is with the newsboy, someone who may be on his way to becoming a successful man, because he is doing something now we all find easy to identify as "socially acceptable."

What about the three other boys?

A negative reactor might ask why the police are not cracking down more on boys like this, or why boys like this, a threat to decent citizens, are not put away where they belong?

The positive reactor is asking not where do boys, or girls, like this belong? They are asking what is it in the life style of the "newsboy" that prevents him from being unacceptable in his behavior?

National experts, working with the Youth Development and Delinquency Prevention Administration (YDDPA) developed a national strategy based on "What conditions prevail in the lives of the vast majority of young people who do *not* engage in delinquent activities."

This strategy assumed the posture of model programs operating across the country, in a variety of settings, to test ways that will offer young people the best opportunities to lead more socially acceptable, responsible, and personally gratifying lives.

In recognition of opportunities being dependent upon the response of established institutions—government, schools, family, police, courts—the basic design of the programs is one of assisting institutions change in the ways they relate to youth, and become more responsive to contemporary needs.

The general notion of institutional change is not new. What is new is the voice youth is afforded in all phases of YDDPA Programs—planning, implementation, and operation.

One such program, staffed by "no one over thirty," is operating in South Bend, a city in northern Indiana with the Award-winning title of "All America City." The program was planned, implemented, and is

managed by the Youth Coalition of St. Joseph County, Indiana, an all-volunteer organization representing 60 youth groups.

It is called *Youth Advocacy.*

Funded by YDDPA, with the Urban Coalition of St. Joseph County, Indiana, as the "broker" and the Administrator of the $250,000 Federal grant, Youth Advocacy was fully operative six months after its birth in September 1971:

—Field Service Agents were carrying out their assignments in schools, city government, social agencies, recreation department . . . building effective bridges between youth and the institutions.

—Community Services Agents (youths with juvenile records) were riding school buses and patroling school athletic events, deterring vandalism on the buses, and preventing violence at athletic events.

—Two Counselors were providing general, individual, and group counseling in the Youth Advocacy Center.

—Classes were in session at a Street Academy, opened to serve school dropouts.

—A full time Attorney was supporting youth interest with negotiation and litigation.

—A full time Technical Advisor, supported by a committee of volunteer professionals, was serving as an instant resource of credible information.

In the first six months of operation, there was a "major" drop in delinquency, the ultimate goal. It is not reasonable to expect any major impact on a community in that length of time.

Youth Advocacy is, however, establishing its identity as an advocate of youth rights and needs.

Fundamentally, the South Bend Program is one of selfhelp: Youth helping youth to solve their own problems.

Application of the American principal, in an area where it has not been applied before, makes Youth Advocacy unique.

It also is what gave rise, before the program was off the ground, to expressions of doubt and concern. Some construed the program as "A grandiose, vague idea of dubious merit." They said they feared Youth Advocacy "would threaten to duplicate or overlap programs already in progress."

They did not take into account that this is not an adult program run for youth, but a youth program run for youth.

Youth, though, did take into account programs in progress when they were planning Youth Advocacy, and carefully excluded any likeness to programs which were "turning them off."

They interpreted the doubts and concerns as expressions of resistance to change; or, as well guarded admissions that programs run by adults for youth are not working.

Most of the programs that turn them off are client service oriented. Youth Advocacy provides necessary direct services, but its primary purpose is interpreting change to those who can effect change.

Challenged by the criticism, youth are determined to prove, in their way, they have the capacity and dignity to help themselves.

Dr. Thomas Broden, Head of the University of Notre Dame's Urban Studies Institute which is conducting an ongoing evaluation of Youth Advocacy, believes that already the "Youth helping youth concept is proving effective and attractive" in South Bend.

"The potential impact is great," he says, "when one considers the combined thrust of each of its elements. Established institutions are responding to requests and suggestions of youth more readily than they do adult controlled and staffed agencies. Youth are able to communicate their needs and interests as they perceive them, and are gaining response from the established institutions. Through youth, communication and dialogue is being carried on, effectively, with street youth and their families, on one hand, and with the Mayor, Juvenile Court Judge, Police Chief, School Superintendent, employers and others in the establishment."

Dr. Broden feels the "key strength" of Youth Advocacy is its involvement of youth in a genuinely independent role working with institutions in the community to make them more responsive to the needs and interests of all youth.

OPEN ALL HOURS

A sign on the door at the Youth Advocacy Center at 509 West Washington Avenue, on the fringe of a ghetto neighborhood in South Bend, reads:

"Counseling Services, 9 a.m. to 10 p.m.,
tutoring on request."

It's not the counseling services and tutoring that are unusual. It's the "all-hours" availability.

Loren Bussert, who heads the South Bend Police Department's Human Relations Division, believes the Youth Advocacy Center is the "only social service agency, other than the police department, that is open after five o'clock."

Frank Sullivan, Chairman of the Urban Coalition of St. Joseph County, administrator of the $250,000 Federal grant for operation of Youth Advocacy, regards the counseling component of the multifaceted program as "one of the most valuable tools (we) have for effecting change."

Traditional counseling, says Sullivan, has always seemed to overlook all but the "super youth."

Within days of the sign having been posted, last September (1971), Evan H. Bergwall Jr., 28, a doctoral candidate in Counseling Psychology at the University of Notre Dame, and Troy Kent Ross, 23, who had stayed away long enough, five years, to learn what he needed to know to come back to South Bend and try to make it a better place, were in business.

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A few months later, Bergwall, a native of Brooklyn, N.Y., who now calls the Midwest "home," and Ross were able to report 61 individuals having received a total of 307 hours of counseling.

The problems of these young persons, some of them "walk-ins" off the street, others having come through the referral system, were many and varied—school adjustments, family, emotional crisis, pregnancy, social adjustments, employment, vocational, college, marriage.

During those same early months, 21 persons were involved in three different group counseling sessions, representing 168 client-counseling hours. A fourth group was assembled.

Group counseling at the Youth Advocacy Center deals with personal problems and probation status, the counselors focusing on learning experiences in handling emotional feelings in ways other than criminal—"ways of avoiding arrest and detention, supervision, probation."

Changing individual attitudes is only half of meeting the goal of Youth Advocacy. The other half is institutional change.

That in mind, Bergwall sought and gained cooperation from the St. Joseph County, Indiana, Probation Department; Project STAR, a Department of Health, Education, and Welfare-funded program in its third and final year of testing the correlation of poverty and retardation; and Planned Parenthood, a community-wide program operating with both private funds and grants from the Office of Economic Opportunity.

Change began to take place.

Several children referred by Project STAR (Services to Advance Rehabilitation) were tested by Bergwall using other than the standard tests for measuring intelligence quotients of children. Results of the Bergwall testing demonstrated to the school system that these children needed a change in their educational programs. The programs were changed.

Children of Project STAR are those who the National Urban League, the delegate agency for the project, believes are "six-hour-a-day retardates," languishing in special education programs in public schools across the country.

For Planned Parenthood, Bergwall, who holds a Bachelor of Divinity Degree from Vanderbilt University in Tennessee and has served as a church minister of youth in this country and abroad, set up a Teen Clinic and trained para-professional counselors to staff the clinic.

Intervention of Youth Advocacy is effecting social change, by meeting needs generated by problems of increasing incidence of venereal disease among adolescents, and of teenaged pregnancies.

More change is expected from a youth advocacy program for rehabilitation and socialization of misdemeanant adolescents.

Serving as an *alternative juvenile referral,* this program has been in operation since December 1971, involving "first-offender" juveniles 15 to 17, and their families in group process to examine alternatives to delinquent behavior and causative factors contributing to delinquent behavior.

Admission into the program is by referral from the Probation Department, which stipulates to juveniles and their families the requirements for participating in counseling sessions.

Requirements include a contractual agreement, signed by the parents, the Youth Advocacy Counselor, and the Probation Department. The contract commits the participants to a three-month schedule of individual juvenile counseling, group counseling with juveniles (in groups of eight), and single family unit counseling. It provides penalties, if participants fail to live up to their commitments. These are worked out with the Probation Department, on an individual basis.

Operating concurrently with the counseling are vocational training and education programs, the ultimate goals being full employment and continuing education, if necessary.

Bergwall calls this referral system a "model," attempting to prevent further delinquent behavior. He believes it can create a more integrated self-concept for juveniles, strengthen family relationships, and open channels of communication between juveniles and their families and between the juveniles and their social worlds.

He and Ross, a former high school basketball star in South Bend, voted "one of America's Outstanding College Athletes" (Weber State at Ogden, Utah) in 1969, form an uncommon team, one complementing the other, each an expert in his own field.

Bergwall, scholar, world-traveled, schooled as a clergyman, is academic in his approach to Youth Advocacy.

Ross, who grew up on the streets and has made it but has not forgotten how or why, uses the "other-side-of-the-tracks" approach, opening up channels of communication between Youth Advocacy and today's "kids" who trust him and listen to him when he "raps" with them.

It's not counseling in the traditional sense, but Ross believes it's the only way to get them off the street and coming into the Youth Advocacy Center.

"All of these kids need to be pushed in the right direction. Most of them would be making it now, if somebody had cared enough to push them in instead of out."

As the trusted liaison between the kids who need him, and the adult community that neither trusts them or the capability of Youth Advocacy to build that trust, Ross, who has a young son of his own now, makes countless presentations on Youth Advocacy to the adult community.

As a "respected" citizen, these persons listen well as he tells them about the kids who, "if they are given a chance, could be standing in front of them some day."

While Bergwall works his "side of the street," and Ross, his, their work is together.

Bergwall, with an "in" at Notre Dame, where he was a counseling fellow, arranged for eight Notre Dame graduate students to volunteer their time counseling youth referred by the Probation Department. Ross

is the one who keeps them from "sliding backwards into old habits."

Bergwall develops seminars on the effectiveness of high school student councils within schools. Ross pushes dropouts into the Street Academy, and underachievers into the Youth Advocacy tutoring program, staffed by college and university volunteer students.

Bergwall drafts proposals for the training program for Youth Coalition members, under the direction of a consulting psychologist.

Ross gets jobs for kids who are on probationary status in school, so they won't have to "rob, cheat, and steal."

Bergwall implements the *alternative juvenile referral.*

Ross gets inmates of Indiana's prisons, now participating in a self-operated Work-Release Program in South Bend, to "tell it to the kids like it is."

Bergwall establishes Youth Advocacy's college catalog library and draws up the guidelines and intake forms. Ross keeps them using it.

Their system works. "It is an unbeatable combination," says Dr. Thomas Broden, Program Evaluator.

ONE YOUNG LAWYER

Tom DiGrazia is one of the new breed of young lawyers: bold . . . dedicated.

He knows his way around—in the corridors of government, in the halls of justice.

He, and others like him, want to change what has been customary to accept, without question, for years. They want to do it constructively, within the system, using the system.

"The number of years it has been going on does not take away from the urgency of changing it now."

Tom has said this many times, under other conditions. He was saying it this time in Indiana Third District Federal Court, where he and another young lawyer, a day earlier, had filed a petition for injunction against Boys' School in downstate Indiana. They were charging the institution with inhumane treatment of its juvenile inmates.

At his side was John Forhan, one of the young advocates of the poor, on the legal staff of the Anti-Poverty Legal Services Program in St. Joseph County, Indiana.

Filed in behalf of the sworn testimony of two South Bend boys, 15 and 17, their lawsuit asked the Court's acceptance of the suit as a class action to: (1) direct Boys' School officials to inform inmates specifically regarding rules and punishment; (2) to restrain Boys' School from punishing inmates without first holding a hearing; (3) to set rules and regulations regarding the use of solitary confinement and tranquilizing drugs at Boys' School; (4) to enjoin Boys' School from placing any youth at the institution until the defendants have hired needed personnel and

submitted a plan of treatment approved by the court; (5) to declare that Boys' School is not now providing a standard of care at the facility as outlined in the Indiana Juvenile Court Act.

The two young lawyers, and 25 third year law students assigned as research assistants, had called upon every skill they ever had learned to present this case before the court.

Together, as they had been often since their law school days at the University of Notre Dame: John, because poverty or disadvantage knows no age, and Tom, because of his chosen role as an advocate on the behalf of youth. They listened as the defense counsel, young but of a different breed, argued:

"We question the competency of two boys, both chronic runaways, one with an I.Q. of 76, or thereabouts, as acclaimants."

"There is no clearcut evidence that the use of drugs caused irreparable harm."

"What this complaint is asking is for the court to overturn institutional policy that has been in effect for years."

The advocates of change looked at one another. The judge was addressing them. John stood up, touched his moustache and began speaking:

"We are dealing here with more than due process."

"We are dealing with a class; boys incarcerated at Boys' School, 400 of them in control, unknown numbers of others on parole."

"Because a boy has an I.Q. of 76, does not mean he cannot tell the truth."

"There is the issue of use of a control drug by a guard, with no doctor, or nurse, there."

"This boy knows the difference between a guard and a doctor, or a nurse."

"Boys' School is in violation of Indiana law, when it administers drugs without authorization."

"The law states clearly that care, guidance and treatment, as necessary, be provided as near as to home as possible."

"One boy cut his wrist three times in solitary confinement, before ever seeing a doctor."

"That kind of treatment, or lack of it, is cruel and inhuman."

John sat down. Tom, his long black hair almost touching the collar of his jacket, walked toward the Judge's bench.

"We are not seeking to have criminals released from confinement."

"We are seeking restraint of things that are happening at Boys' School until the merits of this case can be judged."

"Unless Boys' School is restrained, they will continue to make minor changes, they claim to make."

"Every manner, but court, has been tried, and everyday it continues."

"When a boy slashes his wrist, he is crying out of need."

"Boys' School is harming children."

"We are trying to alleviate some of that damaging treatment."

"There is an urgency and it can't wait for another national television expose."

Tom's last remark was in reference to the filmed documentation that exposed the conditions in juvenile institutions in America, a large portion of it devoted to the conditions at Indiana Boys' School.

The Judge began to speak:

"This case could give rise to questioning institutional policy."

"But there is more at stake here than questioning institutional policy."

"I know nothing about Boys' School rules, but I do now that we are taking a much wider view in testing the fairness of rules than five or ten years ago."

"We will not exercise the injunctive power of this court to upset long standing procedures, on the basis of a complaint by two minors."

"We will hear the case and judge it on its merits."

"There will be a hearing on temporary and permanent injunction."

It wasn't exactly a victory. But neither was it defeat. There was a chance now, for a meaningful course of treatment and rehabilitation where the freedom of boys is involuntarily taken away under "civil" proceedings in Juvenile Court.

This is what it was all about for Tom DiGrazia, This was why he had taken a job that pays only $6,000 a year.

Tom is the one man legal department for the only Youth Advocacy Program in Indiana. A model project operating in South Bend with funds from the Health, Education, and Welfare Department's Youth Development and Delinquency Prevention Administration, Youth Advocacy, along with 22 other similar projects, is attempting to come up with a piece, or pieces, of an answer for youth development and delinquency prevention.

In four months of playing what he calls "a low profile role: youth defines the priorities, we support," Tom DiGrazia has designed a strategy which relies on key negotiations and test cases that large numbers of youth will benefit from, instead of concentrating on individual one-to-one legal service.

Bold . . . dedicated—and responsive, to youth, and to "expert" opinions and judgements when they can lead to utilizing the law as a primary agent to help prevent delinquency.

His responsiveness to expertise, now in the form of a proposal directed to public school administrators, could revolutionize the curricular activities of students in South Bend Public High Schools, and eventually (he hopes) those of elementary students.

Proposed is a demonstration Law Education Project, developed in concert with the University of Notre Dame Law School—a priority defined by youth.

"Idealistically, Education in Law and of Law should begin in the Elementary grades, but realistically," reasons Tom DeGrazia, "it can begin at the High School level."

High school students generally are regarded as being sophisticated enough to grasp the full meaning of legal education: "What the Law is and what it is not."

For Law Education to become part of the Elementary School process it would mean specialized training of (school) teachers, as well as supplementing the program with outside assistance.

For it to become part of, or a supplement to, the education of High School students, it would take only the mutual consent of school administrators and school trustees . . . in South Bend. The Program would be staffed by second and third year law students, law professors, judges, and practicing attorneys.

The design for Legal Education in South Bend High Schools proposes a primary review of what the law expects from youth, and what youth can expect in legal and illegal encounters with the law.

The design also envisions the mutual consent of all parties concerned in taking the program outside the classroom, into the courts, where most youth almost never go, and some only when they are taken there because of illegal delinquent behavior.

There is strong feeling among youth advocates in South Bend that "now is the time" to implement education of the law as part of, or in supplement to, the education experience of at least High School students.

For publication (1971) by the Youth Development and Delinquency Prevention Administration, Ted Rubin, Director for Juvenile Justice at the Institute for Court Management, University of Denver Law Center, wrote:

"Knowledge of the law can be an important ingredient to acting within the law. It is too important a force in our society to be relegated to belated description when a child is finally brought to court. Heightened awareness by school administrators and other officials dealing with youth can reduce or defuse confrontations with young people which otherwise may lead to violations of law, arrest, or juvenile court appearances."

Increasingly, the question is being asked in South Bend: "Where were the Ted Rubins and the Tom DiGrazias 35 years ago?"

If they had been around then, there may not have evolved the urgent need, as it has today, for "delinquency prevention."

A SECOND CHANCE

Henry James, he prefers the name "Chango," knows what freedom means to him. He's never talked about it much. No one wanted to know anyway. Now that he's a student at a Street Academy, where someone does want to know, his "freedom" is in writing, in the Academy's student newspaper, The *Frederick Douglass Observer:*

> "Freedom is Pride, Unity, and a feeling of calmness inside you.
>
> Freedom is talking about anything you wish, without any restrictions.

Freedom is writing or printing anything without restrictions.

Freedom is living your life the way you want to, without anyone telling you what to do or say.

Freedom is when you decide for yourself what is wrong and what is right.

Freedom is a necessity of life, if you are to enjoy life fully and with meaning.

Freedom is happiness, respect, rejoicement.

Freedom is a black man speaking what he wants, without being afraid.

Freedom is a black people getting involved.

Freedom is something we want, but can't get.

Freedom is what blacks want, but must achieve because most of us can't even define it."

Chango, his "Freedom," and 51 other students—black, white, brown—are in their first year of academic studies and extra-curricular activities at a Street Academy, located in an old manufacturing building on Main Street in downtown South Bend.

One of the extra-curricular activities is publication of *The Frederick Douglass Observer,* sold in single copies and by subscription. The money goes into a scholarship fund for students who want to go to college. So far, there are three of them.

Another activity, which few, if any, ever had the opportunity to be a part of in "regular" school, is their student government. By choice, it is patterned after the South Bend City Government, which recently adopted the "cabinet-form" of administration. The students' application for charter recognition is on file, and they are hoping, when they are official, the South Bend Mayor will invite them to "serve a day in city hall."

The Academy, one approach to system change, pioneered by the New York Urban League, was opened in January 1972 with the financial backing of the National Urban League and Youth Advocacy, each investing $50,000 in youth 16 to 23, who had been "short-changed in their search for education."

Four months of planning by the Academy staff—director, five teachers, outreach worker, social worker, secretary—preceded the opening.

High School students who had dropped out, or had been "pushed out" of school were actively recruited by the Academy staff, assisted by Youth Advocacy, Posters, news stories, and announcements at large gatherings helped spread the word.

Recruiters worked from a list of 600 dropouts, made available by a local interest group who had persuaded the school system to "share privileged information." Later the school system, in an unprecedented move, provided the Academy with the necessary transcript records, when they were requested for use in designing the students' educational programs.

Emphasis is on quality education, the curriculum similar to that of public and parochial high schools in the community. Graduation is based on

the standard accumulation of academic credits. Student learning is enriched through participation in special programs involving schools, universities, museums, law enforcement agencies, social agencies, and industry.

Supplementing academic subjects in reading, language, mathematics, social studies, and history are seminars and encounter groups conducted by staff teachers or professional consultants.

Unlike traditional high schools, there is "genuine" student participation in decision-making. Students are learning from teachers who expect them to achieve, and not being "taught by teachers who expect them to fail." They are learning in an "informal" environment—smoking in class, moving about at will, entering class as a new student anytime during the year, initiating discussions.

The first day of school, 78 students shared two borrowed tables and 60 borrowed chairs, taking turns sitting on the floor. Equipment, supplies, books, classroom fixtures, are added daily. Enrollments fluctuate, but mostly remain at the current number.

For Roosevelt Thomas, the Director, this handful of students does not constitute a program for school dropouts in South Bend—"not when hundreds may be helping to swell the ranks of drug users and delinquents."

"But," Thomas reasons, "someone had to prove the need, and the kids who are sticking with it are showing others it can be done . . . they're making history."

When Thomas, a former draft choice of the Dallas Cowboys, who decided that reclaiming *human resources* was more important than reclaiming yardage, talks about the Academy, it is to praise his students: "Any success we have will be because of their initiative and interest."

"Sure," he is disappointed in those who dropped out . . . "ten would have been an enormous number." But he's no quitter, and he doesn't expect the students who "are hanging on" to be either. He told it "like it is," in a "guest" editorial in *The Frederick Douglass Observer:*

"There has been much dialogue about Street Academy, such as students are wasting their time, it isn't a real school, you can't get a diploma.

Anything that is new must fight this kind of criticism.

I think we can look at these comments as a test.

Those among us who are non-believers, who have no backbone, who always will say this won't work, should fall by the wayside.

I hope we have none of those people left in our Academy, because now that we are on our feet and can see some progress those who have stuck should receive first benefit.

One very big step in the direction of benefits is that Indiana University has agreed to accept and give financial assistance to Street Academy students.

To those of you who don't want to attend college, this may appear to be a small thing.

I would like to tell you, however, that this is just the beginning.

Whatever your interests may be, we are confident that the community will continue opening up to us, as long as we remain seriously interested in Street Academy, education and fair play.

I plan to stay a believer."

Relenting, Thomas admits he may have been "a little rough . . . some of the kids who dropped out had valid reasons."

"They want a diploma, not just the equivalent of one."

"Some were young mothers."

"All of them wanted to be here, but it isn't easy to get yourself and one or two babies off to school every morning."

"Some needed jobs more than a diploma."

Thomas, the believer, is working on bringing back the dropouts.

One way is the proposal for incorporating the Academy into the "recognized" school system in the community, with either the public or parochial high schools accepting Street Academy credits and issuing diplomas to students in the name of the school system.

Thomas prefers the public school route . . . "this is where change must take place, and here and throughout the country, if we ever hope to end the erosion of hope that leads thousands of kids away from education."

Negotiations with the public school system are at a point where, according to Thomas, all that is needed to implement this change, "by September," is approval by the school board, and the "formal" consent of the Indiana State Department of Public Instruction.

"What we're doing here for change," he says, "has been done before."

"The only difference is that in other cities, the school administration requested it, and here we're piloting the change and asking the school system to go along."

Thomas makes it clear that going the public school route does not mean sacrificing the Academy concept.

"State requirements would be met, but with our way of meeting them."

"Our way is keeping kids in school, where traditional methods are keeping them out."

"Our way is going to keep them in summer school."

In cooperation with the Neighborhood Youth Corps program in South Bend, arrangements have been made for Academy students to be in their classrooms mornings, and on job assignments afternoons.

"Most of them need money," Thomas says, "and this way they're learning and earning."

As for solving the young-mothers with-babies problem, Thomas can't do that alone, but he has a solution: A Day Care Center as part of the overall program.

He believes the Street Academy would the "perfect place to demonstrate Day Care need and its value."

"This would be a human response to human needs, and that's what the Street Academy is all about."

LINK IN THE CHAIN OF CHANGE

In the end, it will have been what youth said, what youth did, when there is change.

Their ideas, their definitions for change, can make the difference in whether there is, or is not, a better understanding of the goals, lifestyles, and needs of all youth today.

They are the "key" for opening doors never opened before.

They are the "strength" for preventing the alienated from taking the "final leap into self labeling."

In South Bend, the staff of Youth Advocacy is representative of youth. None is over thirty. Most are nearer twenty.

They share disappointments, accomplishments, admitting neither defeat, nor claiming achievements.

Their leadership was not solicited. The decision to join Youth Advocacy was theirs. They could see that for the first time this was not "just another program."

What they are saying is best expressed by them . . .

—*Phillip E. Byrd,* Director, 29, former teacher, Associate Director, Urban League:

"There has to be a consciousness of why there is a problem."

"The problem with established institutions is the reluctance to admit what they are doing may not be working."

"Youth Advocacy is the catalyst for changing attitudes, for getting things done."

"The Program will be only as effective as we are."

—*R. Benjamin Johnson,* 28, Administrative Assistant, Second Lieutenant in Army Reserves, former Director Employment, Community Action Agency:

"We are advocating change by going into the community and dealing with problems, not sitting comfortably behind desks."

"It is the kind of agency that can and will help other agencies change, if they will let us."

"What is beautiful about Youth Advocacy is that its young people do not relate to money."

—*Marguarita Howard,* 22, Field Service Agent, Education, recent college graduate:

"Counseling is the most critically disregarded area in (South Bend) schools, virtually no college entrance help for the poor and the minorities."

"Each field service agent is an independent innovator, not subject to repercussions because none is on any pay board, other than Youth Advocacy."

"The good thing about (our) program is that we are not obstructing the path of progress by demanding that youth take the credit for anything."

—*Mack E. Forrest,* 22, Field Service Agent, City Government, Art

Academy Graduate, former youth counselor:

"It will be difficult to change government's ways."

"One has to be politically oriented, or old, to get an appointment with City Government."

"This area needs more research into its ways, before (we) are knowledgeable enough to effect change."

—*Joseph M. Jennings,* 23, Field Service Agent, Recreation Department, former Youth Employment and Recreation Supervisor:

"Recreation is more than playing basketball, it has to build the mind too."

"We are working with *kids* who have been running, or may run, in the negative direction."

"Our job is to turn them around in the positive direction."

"For the first time in my life, I'm happy. My job means something."

—*Edward E. Chism,* 27, Field Service Agent, Family and Children's Social Welfare Center, former Economic Coordinator, Model Cities Program:

"This agency is one agency that really is trying."

"The seventy-two *kids* at Family and Children's are here because no one else can manage them."

"They come from broken homes, no homes, detention homes."

"Youth Advocacy's concern is what happens to them, when they leave Family and Children's."

"There never has been any follow up, to see if the treatment worked."

—*Vincent Phillips,* 21, Field Service Liaison, Youth Coalition, recent Political Science Graduate:

"Developing membership is easy."

"The problem is generating interest to keep volunteers motivated towards a common goal."

"They key to this problem is indoctrination of new members in what Youth Coalition is all about, rather that what it has accomplished in the past."

—*Mary Ellen Johnson,* 25, Technical Advisor, former University Teaching Assistant, Lecturer, Research Assistant:

"South Bend is the size city where youth development efforts can be seen working to prevent delinquency."

"It is not the province of the Court System to deal with status offenses—runaways, incorrigibles, truants, curfew violators."

"The appropriate commitment for victimless crimes should be community based."

"There is nothing in South Bend for young people who need special treatment."

What Youth Advocacy's young performers are doing, since they are not taking credit, is best expressed in their performance evaluations by the Urban Studies Institute, University of Notre Dame:

—*Central Administration:* "Effective in interpreting Youth Advocacy to

the total community."

—*Education Field Agent:* "Secured statement of student rights prescribing procedural safeguards . . . appointed by school superintendent to four major committees on Educational Reform . . . secured student representation on School System Committees and community programs."

—*City Government Field Agent:* "Assisted in early planning for summer (1972) Youth Employment Program . . . helped to develop and implement Youth Advocacy's Christmas (1971) Employment Program, whereby eighty-four young men and women had pre-holiday jobs . . . aided in securing funds to add a Legal Education component to (1972) summer youth job program."

—*Recreation Field Agent:* "Secured Model Cities supplemental funding ing for expansion of recreation into inner-city center . . . added counseling services to that center's program . . . organized Youth Advisory Board, well on its way to becoming a city-wide Youth Recreation Board."

—*Family and Children's Field Agent:* "Played major role in design for follow up system for children when they leave Family and Children's and return to the community, a major innovation in the Center's total service mission . . . secured representation on Youth Coalition for youths at center . . . assisted in the implementation of drug counseling, vocational guidance and recreation programs."

—*Youth Coalition Liaison Agent:* "Strengthened Youth Coalition-Youth Advocacy ties, resulting in Active Involvement of Youth Coalition Executive Board in Advocacy Program decisions."

—*Technical Advisor:* "Designing Court Diversion System, using confidential records never before released for *public* scrutiny . . . several individuals have requested data—Youth Development and Delinquency Prevention Administration, for presentation to congress; University of Notre Dame Sociology Graduate Student, for Doctoral Dissertation; St. Joseph County, Indiana, Chief Probation Officer, for examination of his department's policies and procedures."

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COMMUNITY SERVICES PROJECT
Orange County, California
by Patricia Hunsicker

In today's mobile society, with its lack of roots and identification, people lose sight of themselves as individuals with needs. With no one to turn to but large bureaucratic agencies, they often flounder rather than be rebuffed by impersonal cogs in a large wheel.

Kids, sensing their parents' desperation, may turn to drugs, theft, and other devices to keep themselves from recognizing the sores in their lives. Parents may play mate-swapping in search for identity, and/or use their children as buffers in family disagreements.

The disease that is hitting at the gut of America is alienation—alienation from family, neighbors, relatives, peers, authority, and self.

No one wants a big brother standing over him to direct his activities, but everyone wants someone around who thinks he's important enough to be heard and cares what he does or doesn't do.

Orange County is situated in Southern California between Los Angeles and San Diego. Its 50-mile coastline offers beautiful sandy beaches and rocky coves. It's primarily recognized as the home of world-famous Disneyland.

In June 1969, Orange County was the first in California to adopt a program budget, where the arrangement of government activities is made by function rather than by individual organizations. Topics are delineated into such subjects as community safety, health, education, home and community, and environment.

The new budget brought out how little ($71,000) was being spent on delinquency prevention, and how much (more than $7 million) was being spent on after-the-fact cases where the disease was already raging.

The Board of Supervisors' response was immediate. They said, "Let's organize to do something about this imbalance." A committee was formed of department heads in people-related departments.

What was to be attempted had to be manageable. It couldn't be county-wide and should be in an area where the county's existing resources could be exported into the community.

Four departments of county government, Community Mental Health, Probation, Welfare, and Health contributed staff to the program development process.

Orange County's League of Cities was involved to help the committee zero in on one or two communities whose citizens represented a cross-section of society and needs. The cities' attitude towards commitment to the project was a prime factor of selection.

An inquiry directed to 25 municipalities evoked 14 affirmative replies.

Several months were spent by the project staff conducting extensive interviews and inquiries with government leaders, school officials, police, service groups, and interested citizens in the candidate communities to assess the extent of need, the quality and degree of interest and support, and the suitability and representativeness for a model program demonstration.

The survey revealed two basic types of suburban communities within the county: small, long established cities which recently experienced tremendous growth, and cities which have been created in formerly non-residential areas.

Orange County's population has doubled since 1960. The once rural, mainly agricultural, recreational nature of the area has been drastically altered by the flood of new residents spilling over from the vast Los Angeles megalopolis.

Once sleepy villages tucked away in large orange groves suddenly expanded in all directions. Houses replaced the groves, and the small agricultural communities became suburban "bedroom" communities. Residential developments were located in agricultural areas, creating cities where none had existed before.

Whenever unpopulated or sparsely populated areas suddenly receive a large number of new residents, several social phenomena characteristically develop.

Isolation occurs which tends to create provincial attitudes. Most suburban areas grow because of tract and individual housing projects which are composed of houses of like size and value. The homes usually are occupied by families of similar size and age group.

There are communities for senior citizens, "singles" apartments, adults-only apartments, etc. The result is a well-defined isolation of socio-economic groups within a suburban community.

Due to the fluctuating economy and company transfers, homes reflect one's economic position, causing a highly mobile society.

There is no traditional social pressure upon citizens with the isolation of socio-economic groups and the mobile nature of a suburban population.

Social pressure used to be applied to control nonconforming behavior, but now it's directed more toward yard upkeep and age of the family car.

During a 10-year period suburban populations can double, which means 50 percent of the population have no family or home-town ties in the community. There is little knowledge of what is available in community or county services. In times of crisis there are no ties to fall back on for support; and since there is no social pressure to control minor deviant behavior, more institutional intervention is required.

One of the more important phenomena resulting from the flight to the suburbs is the alienation and estrangement of youth.

Many suburban families are supported by both parents. The absence of both parents during working hours often causes schoolage children to become self-reliant in decision making and attitude formulation. Free time is more and more occupied with peer groups which are influential formulative agents, but not always the best.

Suburbs are also host to single-parent families, with the single parent usually working to support the family. The opportunities for communication between parent and child are restricted and the young again turn to peer groups for support.

There is a definite lack of opportunity for youth to make meaningful contributions to family and society. Past generation children were required to contribute to the family support. Today's combination of affluent parents, unionization, child labor and minimum wage laws have almost erased employment opportunities for youth.

The emphasis upon academic advancement and college entrance means an increasing number of young people are supported through college years, extending the dependent aspects of childhood into the early 20s.

Most suburban residents work away from the residential area. With only approximately 1,000 job opportunities in local schools, government, and supportive services, a community of 20-30 thousand is forced to seek employment some distance away. Many Orange County residents travel 20-30 miles to jobs which take them away from community and family an additional two-three hours daily in travel time.

Community services offered by the public and private sector usually lag far behind the population demand. Public recreation, police services, health services, cultural opportunities, and business services cannot catch up with population growth until there is a leveling off of the growth rate.

In most residential communities there is also a low tax base which limits the funds for upgrading, increasing, and providing new services.

Many communities have no movie theaters, bowling alleys, billiard parlors, or miniature golf courses for residents. This in combination with poorly developed business districts cause suburban residents to leave the community for entertainment and business.

In Southern California there is no adequate system of public transportation. This limits the citizen's ability to take advantage of county and other public services. A large number of residents are effectively denied available service because most communities are not large enough to support "out-post" service offices.

In most suburban areas the growth pattern is not in keeping with an overall community plan. As a result businesses locate in spaces that are left, and are often decentralized.

This absence of a central community has also robbed the community of a central information exchange location. In the past, small towns utilized a central business area and the shopkeepers served as information

exchange agents.

In suburbia the only information sources are broadbased newspapers, radio and television which usually emphasize the negative aspects of current events.

The inadequate community services, commercial recreation, and public transportation have resulted in the schools and police being looked to for services outside the traditional education/law enforcement functions. These two groups are the most visible agents of government, and when crises arise they are usually involved.

Adults have turned increasingly to police and schools for counseling, sex education, medical and psychiatric diagnosis and services, recreational opportunities, and welfare.

These agencies are not adequately equipped to assume such a broad scope of services and alternatives must be developed. They can cooperate with other community elements in dealing with problems, but cannot be burdened with the total responsibility.

Who then is responsible?

According to Margaret Grier, chief probation officer of Orange County, "We are! The people-oriented, tax-supported agencies, plus the population at large with its individual and group interests."

Miss Grier said that the Community Services Project (CSP) operating in Placentia and Fountain Valley is designed specifically to return the decision making authority, regarding both public and private services, to the citizenry with the expectation that such services will be more effective. Services are delivered more economically if they have citizen participation and support.

"When taxpayers say they don't like government it's usually because they don't know what's happening to their tax money; they're not asked how to spend it and they often don't like how it's being spent when they do find out," said Miss Grier, who is the administrative director of the Community Services Project.

"We're really testing the philosophy of returning the government to the people, and letting the people make the decisions on how to spend the money," she said.

"We chose Placentia and Fountain Valley as our two cities for the Community Services Project because Placentia is older and established while Fountain Valley is new and growing rapidly," she said.

"Most people get turned on in pride and self-confidence when they learn that they can solve their own problems cheaper and more effectively. Besides, they have fun doing it."

The probation department committed most of the project staff to the program along with health, welfare, and mental health representatives. They have developed into a cohesive, viable group which works close to the people. They listen to what the community says the services should be.

"We're committed to the concept that this project will have impact on the people and the people on government. We're here to promote the

responsible, productive and law-abiding attitudes and behavior of all persons," said Miss Grier.

She sees probation's role as recognizing problems in the community to prevent delinquency from developing.

She sees probation's role in the future as offering recruiting, screening, and training of staff, providing ongoing training, and testing and evaluating experimental programs.

Miss Grier said, "There are going to be significant changes in the 70's. More and more multi-agency services will be available within the community."

"We're not that unrealistic to think we'll be successful in all programs that we try," she said, "but I'd rather try and fail than never try at all."

Placentia

Located approximately ten minutes northeast of Disneyland, Placentia (population 24,000) was established in the late 1800s and incorporated in 1926 among a predominantly Mexican-American population. Birthplace of the Valencia orange, it was an agricultural center until it became part of the Southern California aerospace industry.

The socio-economic structure varies from above average to large families on welfare. Fifty-four percent of the population is below 25 years of age; minority groups constitute 15 percent and are primarily located in the Atwood and La Jolla sections.

Average income is $13,000, yet unemployment is above seven percent and 13 percent of the households are below poverty level.

The Mexican-American population's basic problems mounted as new residents, attracted by the aerospace industry in nearby Fullerton, increased by over 17,000 after 1960. A small city with a large Mexican-American ancestry was catapulted from an agricultural center to a community predominantly dependent upon the aerospace industry.

The three main projects which the citizens shared a mutual determination to conquer since July 1970 were to assist the Atwood residents to realize their goals to upgrade living standards by annexation to the city and provide upgrading of the unlandscaped freeway which divided the La Jolla section; to utilize the latent talents of its teenage population; and to establish goals to provide recreational opportunities.

The challenge of recognizing the inherent dignity, independence, and self-reliance of its Mexican-American citizens was approached mutually by new and old systems and the Mexican-American community.

Recognizing its needs, the small unincorporated community of Atwood, through direct involvement of 36 families and an additional 200 people, brought about its annexation to the city of Placentia in 1970. This action gained for the citizens the zoning requisite for upgrading their homes by becoming eligible for low-cost home financing, a Federal grant to construct sewers and connect all poverty-level homes to the system.

A paid supervisor was hired by the community to assist individual home

efficient chief of police, Norman Traub, was hired who is innovative and experienced in all phases of police work.
builders with construction problems. Classes conducted by members of local unions and suppliers of construction materials enable the group to professionally approach the home building goal.

When the La Jolla community was left with an unlandscaped freeway which divided their neighborhood, the people were not content to wait for the state's five-year landscaping program. Eighty-five people organized a community group which landscaped and beautified the entire freeway overpass in four months. This project was accomplished by means of work parties involving over 2,000 man hours.

Recognizing the need to provide open space and clear areas, the Jaycees found a site in the heart of the La Jolla community and completed a "parkette" with grass and recreational equipment.

Limited recreational facilities and a sizeable youth population in Placentia prompted parents, teachers, and citizens to form a committee of 250 key members to study the recreational needs of the entire city for park development. The committee organized a speakers bureau, sent representatives door-to-door, held 653 coffee klatches, and advertised in newspapers, radio, and TV.

The group set as its primary goal a bond issue campaign to purchase sites and finance the building of six neighborhood parks, a community building, gymnasium and youth facility. More than 1,200 people invested countless hours to achieve the success of this goal.

This effort culminated in a successful park bond issue resulting in six neighborhood parks, a community building, and other recreational facilities. For the past five years the Department of Parks and Recreation has received the gold medal award for the most outstanding parks and recreation program in cities of 25,000 and under.

Local Mexican-American groups, including the League of United Latin American Citizens (LULAC) and the Atwood steering committee, expressed concern that recreational activities were too far away for the benefit of Atwood and La Jolla youth.

A sympathetic auto dealer, aware of the transportation problem, offered a vehicle to bring these youth to community recreational facilities on the condition that the city provide a driver. This resulted in 4,500 visits of underprivileged youth to the library, gymnasium, swimming pools, and teen center during the summer months.

In July 1970, the Placentia Tomorrow Committee recognized that over half of the inhabitants were under 20 years of age. They suggested that youth representation on commissions and in community affairs be established. To elicit minority agreement between Mexican-American youths and the police, a Mexican-American teenager was selected to serve on the oral review board which recommended a new chief of police.

As a result of the success of this initial teenager service, a teenager

continues to serve on all police oral review boards.

A teenager is appointed annually to the Parks and Recreation Commission and another to the Beautification Commission. In turn, these two teenage commissions established a teen cabinet which permits wider involvement of the teenage population in city affairs.

The goals achieved since 1970 involve two high schools and two junior highs in a community wide clean-up and safety campaign consisting of removing trash and painting house numbers on every curb in the city. The teen commissioners have brought a new dimension into the government by representing the community youth.

Teenagers faced with idle time during the summer have provided, under direction, needed recreational programs for the past three summers under the Volunteer program. During the past three years, 115 teenagers have donated 34,000 hours valued at $70,000 providing needed recreational programs.

In spite of rapid growth, Placentia citizens have attempted to preserve its original small town atmosphere, but imbued with a sprit of progress and success by its new citizens, it inevitably lost a bit of this atmosphere.

Its success is in involving and integrating its Mexican-American community, its teenagers, and the remaining population in three major projects which were completed by late summer 1971.

The people demonstrated that problems involving a community can be solved by direct action of the citizenry which defines goals and plans to achieve its goals in a realistic manner, employing the energy and talent of all participants.

SMILE (Something Meaningful In Local Effort) was chosen as the acronym for Placentia's Community Services Project.

SMILE offices opened officially in April 1971 under Project Director Betty Delaney, but months were spent prior to Federal funding in organizing the various existing active (or inactive) groups within the community.

According to City Administrator Edwin T. Powell, "I couldn't be more proud of the SMILE project than if I personally gave birth to it.

"When they (the staff) arrived everything good happened. Prior to their coming we had an interested citizenry in our town, but we needed direction.

"We have a population around 25,000 people, and annexed 1,000 acres last year. By 1985 we'll have have grown to 50,000 people, so we need all our citizens working together for common goals."

Placentia's vast majority of adults are between 28-38 years of age. There are few over 50 years old, while more than 50 percent of the population is under 21.

Powell said a small city without much money needs to be imaginative and innovative. The City Council pledged 100 percent support to the SMILE project, as did the city's administrative staff. They weren't afraid

to try something new.

SMILE helped the city make changes in some staff positions. A new.

Margaret Grier pointed out that Betty Delaney (project director for both Placentia's SMILE and the Community Services Project in Fountain Valley) and her staff have to both lead and follow within the two project communities. The staff members are really catalysts. Participation calls for a commitment and understanding of the Community Services Project philosophy and the ability to react to developments within the community.

"But while staff constitutes the yeast that is calculated to move the whole structure toward achieving defined objectives," said Miss Grier, "strategy calls for community residents, youth and adults, to assume leadership roles."

The project's objectives are dictated by the nature of the problem and community need. They are:

To effect cultural and social institutional changes, reduce the incidence of delinquency.

To provide meaningful, socially acceptable roles for youth.

To reduce the use of official juvenile justice agencies by finding alternate responses to deviant behavior, and consequently minimize the stigma of official processing and the estrangement and rejection accompanying it.

To increase the effectiveness of youth serving governmental agencies by coordinating and linking them in mutual and combined efforts and increasing their awareness of the problems and needs of the growing but unorganized communities which lay the basis for better organizational patterns and program methods for responding to those needs.

To develop a greater sense of community among youth and adults through their mutual involvement in community processes and community development activities.

To reduce personal alienation and isolation among youth, among adults, and between youth and adults.

Citizen's Advisory Board

The Placentia Citizen's Advisory Board provides the SMILE project with verbal input, advice, and support that strive to include the total community.

The board screens requests for SMILE project funds and action programs; recommends program priorities based upon community needs; and gathers and evaluates information on community needs.

It also promotes the expansion of existing community resources and the initiation of new ones, and helps coordinate efforts of the SMILE project with other service agencies.

The Citizen's Advisory Board is less formal than the appointed or elected boards of incorporated bodies of a private agency, yet members still have the same questions as to the auspices of the community, its func-

tions, meeting, and attendance requirements.

Membership is open to all concerned community members. Representatives are appointed by the city council and include city staff, school personnel, five high school students, and representatives from the ministerial association, South Placentia (La Jolla), Atwood community, PTA council, Jaycees, Chamber of Commerce, Coordinating Council, police department, and the general public.

The city administrator and SMILE project director are nonvoting board members.

All requests and action proposals are submitted to the board in writing. SMILE staff assists in preparing proposals as required.

As requests and action proposals are presented to the board, a task group may be formed to investigate it further. The task group may be composed of all board members or one member may be responsible for developing a committee composed of individuals outside of the board. The task group then reviews and makes recommendations on the proposed requests and projects to the Citizen's Advisory Board and SMILE.

ASSIST

One of the most common complaints made by the public regarding county delivery of services has been the remoteness of services to the citizens served.

In an effort to bring resources closer to the community and to further involve the Welfare Department in the SMILE project, a Community Information and Referral Service called ASSIST was established in Placentia, with temporary offices located within SMILE's office building. The purpose was to disseminate information and assist persons in securing needed social rehabilitative, health, and other service.

It was publicized through the local press. Handout flyers were developed and posters were prepared by the Health Department illustrator and by art classes at one of the local high schools. The local churches were contacted to put notice of the service within the church bulletin.

Volunteers from the community were recruited to staff ASSIST. Six volunteers are currently donating a half-day per week manning the phones. In an effort to acquaint the volunteers with the county services available, a series of five workshops were presented.

Speeches are made to groups, such as coordinating councils, and personal contacts are made to key people within the community.

The majority of the groundwork was done by the SMILE staff. Now the Welfare Department has assumed the total responsibility for ASSIST, with the SMILE staff only serving on a consultant basis.

The initial effort toward increasing communication between public and private service agencies is on its way. Total success will be dependent upon the adeptness of the volunteers, the response of the community, and the leadership of the Welfare Department in making this a vital service to the community.

Child Care

Child care services are needed in Placentia.

SMILE representatives met with those agencies which are in a position to assist with child care services and to explore the possibilities of developing a program.

Through the Department of Welfare and Department of State Education, SMILE became aware of Federal funding available for extended day care centers.

The Placentia Unified School district agrees on the need of child care services, but is not in a position financially to participate at this time.

There are grassroot citizens interested in establishing daycare centers. A school nurse and a school teacher who work in a low-income area are leading this effort. They have obtained over 360 signatures from one Mexican-American area stating they want and need child care.

The SMILE staff met with them to discuss the possibility for funding through SMILE. A plan of action was outlined, a list made of whom to contact, and ideas on how to proceed were provided.

The Orange County Board of Supervisors recently limited Orange County participation in such programs to the current level. This means that only current welfare recipients will participate in existing programs. This does not eliminate the extended day care concept, but will limit the potential of the overall program.

Communication

The SMILE staff maintains communication links with the city council, city staff, local organizations, and individual citizens.

Staff members attend weekly press conferences, city council meetings, and police-probation-alternate routes meetings. Press releases are sent out.

During these meetings and conferences the press and city staff have an opportunity to ask SMILE staff questions regarding ongoing projects.

County departments are kept informed by special presentations and the County Administrative office's newsletters.

VISA

Volunteers Influencing Student Achievement (VISA) is a passport to the future for grade schoolers and represents a unique opportunity for the community to become involved with its youth.

The VISA program helps fourth, fifth, and sixth graders in the Placentia School District in developing social relationships and improving academic skills.

Students selected by the schools and parents to participate in the program are matched with specially selected volunteers from the community. The volunteers are chosen for their capacity to offer a child warm understanding, friendship, encouragement, and acceptance. This volunteer support augments the efforts of the schools and parents in helping the child learn how to interact with his environment so that he may ex-

perience a maximum degree of happiness.

Volunteers are recruited from church groups, civic organizations, citizen groups, and individuals.

Potential volunteers are carefully screened. The screening process includes record checks at the Orange County Sheriff's office, the California Criminal Identification Index, the Department of Motor Vehicles, and the local police department.

After the record checks are completed, applicants are interviewed by members of the SMILE staff or administrative volunteers. Considered factors in accepting a volunteer are the individual's philosophy regarding authority, his willingness to assume responsibility for the entire length of the project, warmth of personality, flexibility, and the volunteer's attitude toward VISA.

The selected volunteer is then matched by project staff to a particular child. The primary function of the volunteer is to be a friend of the child. The volunteer may provide companionship, opportunities to go camping or to the library and other activities.

If the child has needs which the volunteer is unable to fulfill, other community resources are brought into play. Usually, the volunteer's personal interest in the student is the greatest contribution to the child's welfare.

Once a volunteer has been matched with a child, VISA staff furnishes guidance on interaction with the child and his family. To assist in this interaction, various types of training sessions are made available to the volunteer in the areas of child development and children's special needs.

Training sessions are conducted by VISA staff, psychologists, doctors, teachers, and other professionals. Most volunteers are female and married. The great majority are college graduates or have had some college education and several are school teachers.

VISA staff selected and trained a number of administrative volunteers. Under the direction of the VISA staff, the administrative volunteers assist with the recruiting, screening, and selection of volunteers. They also participate in matching volunteers with students selected by the school staff.

Administrative volunteers also coordinate the activities of the volunteers throughout the school year. Through extensive use of administrative volunteers VISA hopes to demonstrate that this program can be adapted to any school or school district in the county with minimal guidance from the probation department.

Students are selected for participation in VISA upon the recommendation of school staff and parents. After preliminary selection of students, a staff person at each school consults with the parents of each child to determine the parents' willingness in having their child involved in the project.

After parents have given their written consent, the matching process is initiated by the VISA staff and administrative volunteers.

VISA is like a triangle with the school, home, and volunteer forming three sides of support around a child.

The VISA program is available to all elementary schools in the Placentia Unified School District. The administrator at each school coordinates the referral of students to VISA and assists the staff in matching students with volunteers. The school staff member is a resource person upon whom the volunteer can call for information relative to the child's progress at school.

One problem encountered by VISA staff is the shortage of Mexican-American volunteers. With a 15 percent Mexican-American population in Placentia, 48 percent of VISA referrals are Mexican-American children.

A number of these children were successfully matched with other than a Mexican-American volunteer, but some school principals requested Mexican-American volunteers to assign to specific students.

Several individual Mexican-American families were unsuccessfully contacted by VISA staff. It was suggested that a Mexican-American contact fellow Mexican-American families who might volunteer if told about the program. This is in process at this time.

VISA staff is impressed with the many hours volunteers are giving to their assignment. It is also apparent that many are digging into their pocket books as well as their hearts in providing activities for the children.

This type of involvement was not solicited by the staff but was given voluntarily as the need became apparent to the volunteer.

Expansion of VISA appears to be imminent within the specific schools in which the project presently operates. Expansion will not take place until more volunteers are recruited, but VISA staff members are optimistic that the current recruitment drive will be successful.

The VISA staff, supplied by the probation department, assumes responsibility for recruiting, screening, selection and training of volunteers. As the project progresses, the administrative volunteers will assume increased responsibility in these areas. VISA staff will be available to school personnel and volunteers for consultation and assistance.

Ultimately a program for parents will be developed. VISA staff members believe that parents appreciate the opportunity, in an informal setting, to discuss with other parents the problems that they may be experiencing in communicating with their children.

Other Involvement

The concept of the Community Services/SMILE project is one that foresees the value of combining the services provided by the various agencies located in the community, with emphasis on cooperation, in order that social problems may be approached in a more effective manner and to help maximize available services and minimize duplication and loss of motion.

A recent meeting with the Health Department's chief health officer and director of nurses and with the SMILE project brought about closer

understanding.

SMILE proposed involving the public health nurses serving Fountain Valley and Placentia with the VISA and Alternate Routes programs. The public health nurse would consult with VISA and Alternate Routes staff and volunteers regarding the family background, current health needs and treatment, goals for health care, and unmet social needs.

The nurse would advise and help with the resource referral, i.e., Crippled Children's Services, regional medical center; help with determining suspect medical problems versus behavioral problems; and use this liaison as an ongoing case-finding source.

A mobile services unit would involve a van serving Placentia and Fountain Valley, which would make health clinics available.

An appointment was set up with the assistant health officer in charge of service delivery. A mini-proposal is being prepared for the health department to present to the Citizens Advisory Boards in both Fountain Valley and Placentia. This will be the first proposal to seek dual funding.

An inquiry was sent to the Farm Workers Medical Services, the UCLA School of Dentistry, and other known available resources which have had experience with mobile units.

Proposals

Recent proposals presented to the Citizens Advisory Board include one for a pap smear clinic. Spokesman for the project was selected by the Placentia Ministerial Association and the Placentia Junior Round Table, a local women's organization.

A request for $1,700 was made on behalf of the program that hopes to deal with 300 Placentia residents on a one-time clinic basis. The spokesman indicated that $300 had previously been committed to the program in addition to the support of the American Cancer Society and local physicians willing to donate their time to the clinic.

The board found the proposal to be of significant benefit to the community and consequently committed $1,700.

Another program presented and funded was the YMCA's mini-bike program which provides a positive outlet for young people who may be on the verge of delinquency or who are already on probation. The program includes instructions on driving as well as maintenance and care of the mini-bikes. The motorcycles are donated by the Honda Corporation. The board granted $1,400 towards the program creation.

The Volunteen program, sponsored by the Placentia Recreation and Parks Department, was awarded $1,000 so the program could be expanded to the winter months. Teenage volunteers work with various recreation programs in Volunteens, and assist playground leaders in different recreational activities.

Placentia pioneered the Volunteen program where high school youth earn $100 after a specified period of volunteer hours. This program helps develop future recreation leaders within the community.

Youth Resource Council

Youth serving organizations convened to decide what united efforts could be made to help reach that percentage of youth not being served by some type of program. In attendance at the first meeting were representatives from the Boy Scouts, YMCA, Rotary Club, Placentia Police Department, Placentia Boys' Club, and the SMILE project.

It was agreed that very few of these youth programs had any means by which it could refer a youngster from its program, once he or she became disinterested, to a program offered by another organization. Instead the young person would usually be dropped and perhaps next appear before the juvenile court.

All attending organizations agreed that there had to be some type of communication between groups so that a program could be available to a youngster if he should begin to become disinterested with the type of activities in which he was involved. Rather than losing youngsters, they could be referred to a program more in line with their interests.

The groups also realized that a sharing of equipment between organizations could be made. Oftentimes a young person is unable to participate in various activities because he doesn't have equipment or the group he belongs to does not have proper equipment for him to borrow. A sharing of equipment between organizations could resolve this.

At a second meeting the group chose the title of Youth Resource Council and the possibility of expanding the membership of the group was discussed. It seemed significant to the group that the original members of the council did represent youth-serving organizations, but only those organizations with programs designed for males.

It was pointed out that if the council was to achieve its goals, youth organizations with programs for girls, as well as boys, needed to be included. The membership was expanded to the Girl Scouts, YWCA and Campfire Girls, as well as the VISA and Alternate Routes programs.

Resource Directory

The Placentia Resource Directory, which lists all resources in the city or directs to those outside the city, was published in 1971. Copies were placed in key areas within the city, but not every resident received one. The directory is in the process of being updated and will be further developed by the Coordinating Council. The council will expand the directory to include information on the school districts and a description of each club or group in town.

To date this resource directory has been utilized by all the VISA and ASSIST volunteers, local agencies in town, and interested citizens. It has been helpful in providing information on what services are available and has pointed out the lack of services in specific areas.

Community Organizations

SMILE staff is called upon to lend assistance to many organizations in Placentia. Some with which they have been working include the Boys'

Club, YMCA, Boy Scouts, Chicano Students Union, Police Department, Atwood Preschool, Yorba Linda Women's Club, Human Relations Council, Placentia Redevelopment Association, Community Coordinating Council, and the Community Mental Health, Welfare, Health, and Probation Departments.

Most assistance and consultation is directed toward helping these organizations with their proposals to the Citizens Advisory Board.

Volunteens

Volunteens' purpose is to provide leadership training and work experience in the field of recreation for approximately 20 teenagers during the school year.

Volunteens work with full time recreation personnel, assisting them in their duties. It is hoped that if this mid-year program proves successful, the city of Placentia will be able to take it over.

The program is open to all interested teenagers in the Placentia Unified School District. Selection in the program is by people in the community and by the Recreation and Parks Department.

Free Clinic

The Placentia Teen Cabinet and SMILE staff worked together to develop a youth problem center or free clinic. SMILE staff discussed what steps should be taken in planning and developing a youth problem center.

It was pointed out that before further plans could be made, representatives of the Teen Cabinet should visit other free clinics and youth problem centers operating within the county. They could observe their programs and see what services were being offered. The SMILE staff provided the Teen Cabinet with the addresses of existing programs and indicated the individuals to contact for information.

SMILE staff talked with other service departments within the county and received responses from the Department of Mental Health indicating that they could possibly provide a full-time director. The Department of Health also indicated that they could perhaps provide some rent subsidy and some of the necessary medicines and drugs.

Previously, a similar type of program was attempted in the community. However, the program failed to get off the ground because of a lack of professional support and proper background preparation.

SMILE staff members felt that in helping to assist the Teen Cabinet with their program, this type of program would develop.

La Jolla Community Center

The Placentia Redevelopment Association (PRA) and students from Cal State Fullerton were both interested in developing a community center concept in the La Jolla area. SMILE staff helped bring the two groups together in a smooth working relationship.

Initially, both groups were interested in funding from the SMILE

project; and it was decided the best thing to do would be to help the groups work together on mutual goals. The PRA is mainly interested in securing a building with the help of the city, and the students are mainly interested in providing immediate service.

While the PRA is concentrating on securing a building, the students provide services in the temporary community center which they rent. The service includes income tax preparation, interpreting service, individual and family counseling, and a limited referral service.

Senior Citizens

The senior citizens' group in Placentia has increased to include two separate groups: the original church sponsored group and the recreation and parks sponsored group. The latter has now attained a membership of more than 100 in a period of a few months.

Some problems brought to the attention of the city council by senior citizens were health care, transportation, and low cost housing.

SMILE is waiting for the complete merger of the Visiting Nurses Association and the Health Department which needs to be approved by the Orange County Board of Supervisors. It is hoped that a program will be worked out to meet the health needs of the senior citizens.

The Rapid Transit District services only a portion of the city. Buses do not go to needed areas such as hospitals, shopping centers, etc., but to recreational areas like Knott's Berry Farm and Disneyland. The city was not aware of RTD bus service before SMILE looked into the matter.

Now there are maps showing where and when the bus stops and signs showing residents where to wait. The initiation of a local bus service is a possibility.

Various resources have been discussed regarding housing. This information was based on two responsible observers and the senior citizens themselves. It is felt that if the senior citizens had adequate transportation and help in the other areas mentioned that they would have more time to participate within the community.

Surveys

SMILE staff met with teachers and administrators from both of Placentia's high schools to discuss the training of student volunteers in the distribution, return, and follow up of a Community Needs Survey.

Each school committed 40 students who were given class credit for their efforts.

Staff members spoke before various classes to recruit students. A training session was held to point out the necessary techniques, and skills in distributing the survey questionnaires. Students were prepared as to some of the problems they would encounter and were given survey packets containing lists of addresses, questionnaires, and return envelopes.

Later it became evident that students from one of the high schools were encountering more difficulty in distributing the survey than were students at the neighboring school.

A special meeting was held with the student's supervising teacher. A follow-up team was trained in detail as to what could be expected in distributing the questionnaire. The teams, working during class hours, did a significant job in distributing additional questionnaires and picking up those already completed.

Two weeks later a review of the survey's progress revealed that out of 720 questionnaires distributed, 30 percent had been returned. The largest community segment not returning questionnaires appeared to be the Mexican-American Neighborhoods.

Special training was offered to five Mexican-American volunteers. This group later did the job well in the Mexican-American community.

More than 60 percent of distributed questionnaires were completed and returned. The questions took an average of two and one-half hours to complete and pointed up community needs.

Youth Survey

A youth survey is planned for 300 8th and 300 11th grade students in the Placentia Unified School District. These two age groups were selected because they represent both a mobile (those who drive) and an immobile (those too young to drive) age group.

Eleventh grade students were selected because 12th graders are much closer to adulthood than the 11th grade student.

Two questionnaires will be prepared. Although the content of both will remain much the same, they will differ in length and degree of sophistication.

La Jolla Area Girls Program

Most programs in this barrio are geared to reach boys. Very little has been done for the girls, causing many to hang around the streets at night with little to do.

A local citizen had many ideas to help the girls but was having difficulty putting them together and providing the necessary coordination.

With the help of SMILE staff members in development, planning, and implementation, the program now includes a charm and modeling course with make-up, hair care, general personal appearance, etc. Assistance is given by former models.

Slim and trim classes, arts and crafts, and sewing may also be part of the girls' program.

Atwood Preschool

A preschool program was operating two days a week at the Atwood Community Center for 20 youngsters. Individuals and groups were sponsoring the program but supplies and extra space were greatly needed.

With the help of SMILE staff members, materials and supplies, tables, carpeting, and a merry-go round were donated by interested citizens and groups. Collapsible stools were constructed by high school woodshop students and a program committee was formed, including sponsoring groups and mothers of the preschool children.

Fountain Valley

Fountain Valley, located in the southern coastal section of Orange County 30 miles southeast of Los Angeles, was part of the Rancho Las Bolsas ("The Pockets") land grant given to Manuel Nietos in 1784 by the Spanish governor. The area become known as Fountain Valley because of the many artesian wells and abundance of water.

When Orange County began its rapid industrial and population growth, the 500 Fountain Valley residents incorporated as a city in 1957 to insure that future growth would be in an ordered and planned manner. It is one of only a few incorporated cities in the United States that adopted a general plan prior to any development taking place.

Fountain Valley is 8.5 square miles in size and is located along the west bank of the Santa Ana River, bordering on the southwest boundary of Santa Ana.

Close proximity to beaches, Disneyland, Knott's Berry Farm, and mountain and desert resorts, has stimulated Fountain Valley's development.

According to the U.S. Department of Commerce, Bureau of the Census, there were 31,826 persons in Fountain Valley in April 1970. Approximately half were under 21 years of age. By September 1971, the population was estimated at 43,000 persons, and it is expected to increase to more than 50,000 before 1973. The growth rate from 2,068 in April 1960, to 31,826 in April 1970, represents a 1439.0 percent increase. At the time of this writing, the population is estimated at 46,000, with median age of less than 22. The largest population increase was in the last five years, and Fountain Valley is expected to grow to a maximum of 63,000 by 1975.

Minority groups constitute approximately four to five percent of the total population, with the largest group—Mexican American—located in the Colonia Juarez neighborhood.

Housing ranges in price from $27,000 to $48,000, which includes single family dwellings, condominiums, and apartments. The average household income is approximately $13,000 to $15,000; unemployment is above eight percent.

Overall, Fountain Valley is considered a middle to upper-middle income community with a large percentage of college educated residents, both male and female. It is considered to be one of the fastest growing and best planned communities in the country. Due to the city adopting a ten-year budget plan, no substantial increase in taxes will result as the expansion of services become necessary.

Fountain Valley has been very successful in economic planning and now has more time to give to planning for social services.

Some of the problems facing families in all communities today, including Fountain Valley and Placentia, are poor parent-child relationships, lack of supervision and discipline, and lack of parental involvement with their children in and out of school. There is a lack of family concept and

some parents are unable to cope with their children. Working parents are often away from their children for longer periods, and the high unemployment rate has had its toll on many families.

Many youth seem to lack a purpose in life and have too much time on their hands with nothing to do. Some of the results have been an increase in vandalism, car thefts, runaways, and the use of narcotics.

There are few places for middle-income families to find social services within their financial range. As a result, schools are overburdened with responsibilities of providing counseling services and other outlets for youth.

Fountain Valley has no public transportation system, few commercial recreational facilities, and with its many mini-residential communities spread out over a wide area, faces the challenge of developing a strong community identity.

The Community Services Project's aim is to develop a "social consciousness" on the part of the community. Already CSP has brought different groups together to discuss and deal with common issues and community goals.

CSP staff members consider themselves facilitators and participate with committees and groups as consultants. The two project coordinators in Fountain Valley work as back-ups for each other to keep continuity in all their projects.

Colonia Juarez

Colonia Juarez started in 1923 when a New Yorker began to sell his Orange County holdings to local Mexican-American farm laborers.

Before the birth of the colonia most of the Mexican-American farm laborers worked as tenant farmers, living on their employer's property in a house he had furnished and working in his fields. In the late 1920s more and more Japanese farmers settled in the area as truck farmers. During World War II the Japanese were sent to relocation camps. To fill the void left in the field-labor picture, Braceros were brought from Mexico and the colonia grew. Today Colonia Juarez is still a Mexican-American community of 105 families.

A preschool has been in operation for one year and ties in the community, city, and school district. An advisory board consisting of community and school representatives sets up the preschool program. Parents are encouraged to get involved.

Three- and four-year-olds within the colonia and surrounding community are eligible for the program which is bilingual and bicultural. Mexican-American children are taught English and Anglo youngsters are taught Spanish.

The school building is also used as an adult community center after 3:00 p.m. Services offered through the community center include a Well-Baby Clinic with volunteer doctor support, nutrition and homemaking classes, tutoring, English classes, and summer recreation program.

The Well-Baby Clinic started in August 1971 through the efforts of the St. John the Baptist Church, Costa Mesa, Share Ourselves (SOS) organization.

Medical supplies are furnished by the health department. The clinic provides innoculations, vaccinations, and vitamins for children, TB skin tests for adults, and the Well-Baby Clinic for infants up to two years of age.

Colonia Juarez Neighborhood Study Center

The Colonia Juarez Community Center started a Study Center with the objective of compensating for social, cultural, and economic disadvantages which Colonia youngsters struggle under in order to complete their education.

The problem has long been noted by concerned parents of the Colony. In order to begin to alleviate the problem, Mrs. Luna, the Coordinator of the Community Center, presented the problem to the CSP staff and the Citizens Advisory Committee for assistance. The Study Center has truly been a community effort drawing its life through the joint efforts of the CSP staff, Colonia Juarez Community Center Coordinator, students from Fountain Valley High School and Los Amigos High School, community organizations and Tamura Elementary School.

The children all come from the same school in Fountain Valley and have been identified as those who need special assistance—there is direct communication between the teachers and the Study Center volunteers. The majority of the children need special help in reading and math.

At this time, there are ten to 15 volunteers, both youth and adults, with the majority of the volunteers from the local high schools. They work with between 20 to 30 young people on a three-times-a -week basis.

Volunteen

The development of the Volunteen program in Fountain Valley is an example of the merging of ideas between the two communities of Fountain Valley and Placentia. Whereas Placentia gave birth to the Volunteen concept, the CSP and the Fountain Valley Department of Recreation adapted and expanded this program into one of their own. In Fountain Valley, the addition of the Volunteen program not only allowed the Recreation Department to expand their programs in the community but also to provide an opportunity for more youth to become involved in a leadership role.

The Volunteens are sophomore, junior, and senior high school students who are active in school activities and have good grades. Most plan on going on to college.

Recently the program received 25 applications for eight available positions. Plans are to expand by ten more volunteens in the summer months who will work with swimming programs which are offered by the city's recreation department.

Many volunteens feel that this exposure to people will help in whatever profession they may choose in the future.

The volunteens selected to work in the program are assigned a minimum of 20 hours a week. Upon completion, they receive a $100 scholarship to spend in any way they choose.

Youth Commission

Involvement of youth in the identification, prevention, and solution of youth problems is one of the major CSP goals. Staff felt that the establishment of a youth commission would go along with working toward this goal.

Information was gathered from over 12 cities in California which had already developed a youth council or commission.

All presentations to the city council in the planning and development of a youth commission have been made by the young people themselves. Their goal is to have a youth commission in action by early summer.

The council is unique in that the young people went to the city council on their own. It was not the situation where the council came to the youth for help. This kind of participation helps ease youth and adult alienation.

Citizens Advisory Committee

Another of the elements to the success of the CSP in Fountain Valley lies with the successful leadership provided by the Citizens Advisory Committee; it provides the link between the project and the community. At the present time, the committee consists of ten voting members from the community, with the City Manager as a non-voting member. The Committee now plans to expand to 15 members, which will include three more youth.

This committee meets monthly and provides the community input and direction to the CSP staff. The members are enthusiatsic and put in extra hours outside the regular mettings to complete the responsibilities of the committee and CSP. Proposals that are presented to the CSP for funding are reviewed by the committee, at which time task groups are formed to recommend funding or involvement by the CSP. Almost all of the activity which the CSP staff becomes involved with is communicated to this committee and their decisions regarding many matters are significant.

Other Involvement

Shortly after the CSP was brought to Fountain Valley, a request was made by the City Council to identify the resources already available to the community. Soon after this project was undertaken, it was decided to involve the Coordinating Council in this effort. As the result, a comprehensive resource directory was completed. The Fountain Valley High

School is presently publishing this directory through its printing department. A couple, active in community affairs, donated cash for the initial costs. After it is published, the directory will be sold for a small fee, with the money to be used for reprinting.

Another project under consideration is the need for transportation in Fountain Valley. Attempts are being made to coordinate efforts among those groups providing volunteer transportation services and to contact projects outside of the community with the goal of expanding these services. Information received on possible funding resources for transportation vehicles will be shared with various agencnes, and staff will offer assistance to help them attain their goals.

Several proposals have been submitted to the CSP in recent weeks which have already involved a good deal of staff time. The Boys' Club has submitted a proposal which would expand their services by applying the concept of Volunteens.

A committee, represented by high school staff, the Fountain Valley elementary school district, the Youth Service Center, and the Fountain Valley Police Department, has developed a couple of proposals for possible future funding. One of these, a Youth Volunteer Corps, has great potential for improving youth-community relations and providing opportunities for youth service.

Another proposal concerns a Youth Resource Center. If implemented, it would provide a variety of activities for youth including employment training and opportunities. This project would also include a short-term residency program for youth from 14 to 18 years of age.

Community Surveys

In order to identify needs in Fountain Valley as seen by its residents and to insure community participation in the planning of services to meet these needs, a community-wide survey was conducted by the CSP and the University of Southern California Research Institute in Social Welfare.

The survey was conducted in January 1972, by distributing the questionnaire to 680 randomly selected residents of the community. The survey was conducted with the cooperation of three civics classes from Fountain Valley High School; approximately 80 students participated.

Residents were asked to rate the problems in Fountain Valley and to give their attitudes on the best means of providing solutions to these problems.

A youth survey is also being conducted in order to determine youth attitudes toward some of these same questions. Two age groups will be sampled in this survey in order to determine possible differences in attitude between the younger and older teens. The two groups selected are the eighth graders and eleventh graders.

Sixty percent of the population filled out the detailed 18-page questionnaire. More than 50 percent of the respondents listed the quality of

public transportation as the most serious problem; 46 percent listed high property taxes; 42 percent listed cost of medical care; 30 percent listed jobs for young people; and 28 percent listed crimes against property.

Some other serious problems rated in order of descendency, included use of marijuana, use of other drugs, abuses of public welfare, freeway congestion, unemployment, youth's lack of interest in working, recreational opportunities for high school students, inadequate facilities for senior citizens, and lack of adult participation in local activities.

A youth survey will be taken of students in the 8th and 11th grades. The results will be used to identify youth needs and future program goals.

Teen Help-Youth Service Center

Teen Help was founded by two housewives who were concerned with the extent of drug abuse by Orange County youth.

A nucleus of five people worked to start a program of education and help for youths. After soliciting funds for three months, Teen Help-Youth Center was opened in June 1970 in a local shopping center.

Complaints from neighboring businesses about the volume of young people using the center's services prompted the organization to voluntarily close its doors two months later. Soon after, the board of directors and volunteer staff located at a site near the high school and city center. Land and buildings were donated by the city of Fountain Valley, and support was provided by local business and civic organizations, to help open the center.

Youths using the center come from Fountain Valley, Huntington Beach, Santa Ana, Westminster, and Costa Mesa. The center formerly serviced 225 youths per month, but the number has doubled the first three months of 1972. The primary age group is 14 to 17, with males constituting about two-thirds of the group. The majority come for social counseling.

The professional staff consists of trained psychologists, mental health workers, teachers, and laymen specially trained for counseling. All board members and counseling staff serve without pay. A full-time paid administrator is in charge of overall services.

There is a 24-hour counseling and referral hot-line staffed by trained volunteers, seven days a week, to deal with crisis circumstances due to drug abuse, suicide, alcoholism, and pregnancy.

Counseling in problem areas of drugs, pregnancy, venereal disease and family relations is offered by volunteers working three hour shifts for five days a week.

A Monday night staff of family psychologists and licensed marriage counselors provide encounter group therapy for youths and parents with family problems.

By working with local service clubs, adult-youth "rap" groups were established to develop lines of communication between different age groups.

The center provides work-study experience for college and high school students who have difficulty in school. Teen-Help enables youth to fulfill learning experiences through training in administrative, secretarial, public relations, and counseling roles. Tutorial services are available to minority groups and the educationally handicapped.

A youth employment service provides follow-up counseling in job placement as well as counseling employers and prospective employees regarding problems related to racial prejudice, dress codes, and fair wages.

Center activities include crafts and theater games, programs on drugs and VD, and Thanksgiving and Christmas food drives for the needy.

The center aids in recruiting foster homes in conjunction with the Probation Department, for wards of the court and delinquent youths. It also obtains temporary housing for runaways brought to the attention of the Probation and Welfare Departments.

Teen-Help distributes accurate printed material and films to help educate the public to facts related to youth problems.

Recognizing drug abuse as a symptom of social and personal value disorientation, a multimedia program experience explores the inculcation of social and personal norms. The program has been shown to over 1500 high school and junior college students.

Besides opening the classroom situation to an active and relevant learning experience, the program has been instrumental in drawing youth to the center for further discussion on youth problems.

The Youth Services Center is made up of two large trailers joined by a built-in extension room used for office space. Fifteen thousand dollars of landscaping was donated by the Orange County Gardeners Association and includes a natural-stone pool.

There are 15 professionals on the staff with a total of 585 volunteer hours. Matching their time spent at the center with a fee scale developed by the Department of Mental Health, these volunteers contributed about $8,000 worth of services in the first three months of 1972.

The center plans to remodel to better handle operations, and develop more programs, such as music, craft, and drama classes. Volunteer feeder groups from local colleges and universities will be encouraged to fuller participation.

A cookbook was developed at the center comprised of prize recipes of Fountain Valley citizens. It is on sale at the city hall to help raise money for the center's operation.

In an effort to reduce youth-adult alienation, two parent-child counseling groups were successfully established; the Youth Advisory Board meets at the center to establish working procedures for itself; and the Youth Advisory Board chairman was accepted as a member of 12-person Teen Help Board of Directors.

With the literature available at the center and with the topic of drugs as the focus of many sessions, many inroads to drug abuse prevention

were made. Contacts with other groups has given the center many opportunities to explore and discuss drug abuse. A drug abuse class for parents is planned for the future.

A volunteen type of program to aid youth in employment and to help other center services is planned.

Alternate Routes

Alternate Routes is an effort by the police, schools, and Probation Department to find new ways of dealing with youth problems, to divert a greater number of young people from the juvenile justice system.

Staffed by seven members of the Orange County Probation Department, Alternate Routes operates in Placentia and Fountain Valley under the Community Services Project. By talking with the police, schools, and community in general, staff members discovered that many youth problems that were handled by parents and neighbors are now handled by police.

Formerly, if a neighbor saw a child causing trouble he would discipline the youth or call the parents. Since most neighbors in this mobile society don't know each other, the police are now called instead.

Schools, police, youth, and parents can refer to Alternate Routes for help.

Once a community youth counselor receives a referral he acts on it immediately, sometimes meeting with the youngster on the same day but rarely more than 72 hours later. This immediate attention reduces strain and distress to the family unit and keeps many youngsters out of court procedures.

Seventy-five percent of the referrals, which range from truancy to burglary, are youths who have no previous arrest record.

If necessary, community youth counselors can route to the court. Usually they counsel and close the case, provide services up to six months when needed or refer and work jointly with other agencies. Before Alternate Routes began, 63 percent of those referred would have been sent to the Juvenile Court.

The greatest number of referrals in Fountain Valley are made by the police for drug or marijuana abuse, followed by school referrals for truancy and social adjustment.

In Placentia, police and schools' referrals are about equal, and are for the same reasons as Fountain Valley referrals. The median age for both cities is 14-15 years old, with a larger percentage of boys referred than girls.

Individual, group, and family counseling is a major part of the program. Direct services are supplemented through the use of community volunteers and community agencies.

Among some of the Placentia Police Department programs offered

are narcotic education lectures, a ride-along program and a police explorers program aimed at 20 boys and girls aged 14-20.

One proposal to the Citizens Advisory Board is the AQUI program (A Quest for Understanding and Involvement) geared toward the Mexican-American community. A Mexican-American officer, well-trained and interested in the community, will have the full-time responsibility to enforce laws and divert offenders within the barrios of Placentia.

The counselors availability within the community and his daily contacts with police and school officials contributes greatly to the speed with which assistance is rendered.

Two boys and a girl were arrested for "joy riding." A Counselor was at the police station when they were brought in and at the request of the police began working with them immediately.

In another instance a girl who had been previously referred to Alternate Routes by the school became hysterical when her boyfriend was arrested. Her reaction to the arrest culminated in her being arrested for assault on a police officer. The Alternate Routes counselor was called by the police and was able to handle the matter on a local level to the satisfaction of both the injured police officer and the girl.

Nearly two-thirds of all those formally referred to Alternate Routes would not have received assistance if the program had not been in existence. Their problems would not have received any additional attention until such time as they had increased in severity to merit referral to the juvenile court.

Alternate Routes provides assistance, counseling, and guidance to a child or to his parents with a minimum of inconvenience and delay. The informality of the program allows either the child or his parents to seek aid at any time they feel the need. An offense does not have to be committed nor is proof of wrong-doing a prerequisite for service. Alternate Routes staff can be involved during the developmental stage of a problem, rather than having to wait until a full blown crisis develops.

In the next 10 to 20 years, people services will be replacing science and space events. Human needs are finally recognized as being important to society.

The Community Services Project takes some of the values that were beneficial in prior generations and makes them applicable to the present.

Placentia, with its orange groves and oil wells, was named an All-American City because of its citizens' participation in solving local problems. The citizens of Fountain Valley with its walled community within a community are learning to reach out and discover their neighbors.

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